Grade 11–12

ELA

Item Specifications

Version 2 - updated 6/2020

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

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Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of items used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Text Types suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Grades 11–12 English Language Arts

Reading Literary Text	11-12.RL.1.A

1 A MLS	**Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Evidence/Inference** Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

Expectation Unwrapped	DOK Ceiling
The student will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly. The student will make inferences based on an analysis of what the text says explicitly. The student will cite relevant and thorough textual evidence to support inferences drawn from the text. The student will make inferences based on analysis of where the text leaves matters uncertain.	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
An inference is based on information available in the text(s) and is not dependent on prior knowledge. For these expectations, avoid using "matching with lines" as an item type.	It can be inferred from the phrase "[QUOTE]" that which of the following could be a logical outcome? At the end of the text, the future of the character is uncertain. Given the text provided, what logical conclusion can be made? (EBSR) Which piece of text evidence best supports the inference that _____?

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Reading Literary Text	11-12.RL.1.B
1 **B** **MLS**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Word Meanings** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, using context, affixes, or reference materials.

Expectation Unwrapped	
The student will determine the meaning of words, including denotative, connotative, and figurative meanings, as they are used in a text. The student will determine the meaning of phrases, including denotative, connotative, and figurative meanings, as they are used in a text. The student will use context clues to determine the meaning of words and phrases as they are used in a text. The student will use affixes to determine the meaning of words and phrases as they are used in a text. The student will use reference materials to determine the meaning of words and phrases as they are used in a text.	**DOK Ceiling** 2
	Item Format Selected Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
The items should not focus on definition of terms or identification of figurative language in a context. Instead students should determine the meaning in the context of the example/passage given. Focus on the function and purpose of the figurative language.	What is the intended meaning of the phrase "[QUOTE THAT INCLUDES FIGURATIVE LANGUAGE]"? What is the meaning of the author's use of the word *XX* as used in lines X–XX?

	The prefix *a-* means "not." As it is used in the passage, the word *atypical* means _____ (answer choices).
	
	Which phrase best expresses the meaning of the word *XX* as it is used in the sentence?"
	
	Which definition best conveys the meaning of the word *XX* as it is used in the text?
	
	    a. [DICTIONARY DEFINITION OF A WORD]
	    b. [DICTIONARY DEFINITION OF A WORD]

Grades 11–12 English Language Arts

Reading Literary Text	11-12.RL.1.C
1 C MLS **Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Text Features** Interpret visual elements of a text and draw conclusions from them (when applicable).	

Expectation Unwrapped	DOK Ceiling
The student will interpret visual elements of a text. The student will draw conclusions from visual elements of a text.	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novel Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
Note: Visual elements present information that may not be found elsewhere in the text and must be carefully analyzed in order to gain full understanding of the text as a whole. Note: Visual elements often enhance the text but should not be used solely to categorize/identify text type in an assessment setting (e.g., "This has the text features of a drama; therefore, it must be a drama.").	How does the [INSERT VISUAL ELEMENT] develop the character/theme/setting? Based on the [INSERT VISUAL ELEMENT], what conclusion can the reader draw about _____?

Grades 11–12 English Language Arts

Reading Literary Text	11-12.RL.1.D
1 D MLS **Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Summarize/Theme** Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.	

Expectation Unwrapped	DOK Ceiling
The student will determine two or more themes in a text. The student will analyze the development of themes throughout a text. The student will relate the themes in a text to human nature and the world. The student will provide an objective and concise summary of the text.	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
When a text does not support multiple themes, students may determine and analyze one theme. This would be a partial alignment.	Which line from the text best develops or supports the theme of _____? Which statement describes a theme in _____? Create a summary of this passage by selecting the most important paraphrased ideas from the list and placing them in sequential order in the boxes provided.

	Read a summary of "XX." Which detail from the text is important to add to this summary?
	Read the following summaries of "XX." Which summary is the most objective and concise?
	Which theme can be supported by the text?
	Which pieces of text evidence best support the themes?
	Complete the table by putting check marks in the appropriate boxes to match the themes to the textual information.
	The character's behavior in line/paragraph XX reveals which theme relating to human nature?

Grades 11–12 English Language Arts

Reading Literary Text	11-12.RL.2.A

2 A MLS	Analyze Craft and Structure (Approaching Texts as a Writer) **Structure** Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.	

Expectation Unwrapped	**DOK Ceiling** 3
The student will evaluate how the author's structure of specific parts of a text contributes to the overall meaning. The student will evaluate how the author's structure of specific parts of a text contributes to the aesthetic impact.	**Item Format** Selected Response Constructed Response Technoloy Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems** Evaluate how the structure of line XX contributes to the poem's overall meaning. How does the use of [THIS TYPE OF STRUCTURE] impact the reader? How does the narrator's extended description of [CHARACTER] at this point in the text contribute to the overall meaning? The author includes the description of [CHARACTER/SETTING] to _____. How does the author's manipulation of time impact the reader?

Grades 11–12 English Language Arts

Reading Literary Text	11-12.RL.2.B

2 B MLS	**Analyze Craft and Structure (Approaching Texts as a Writer)** **Point of View** Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.

Expectation Unwrapped	**DOK Ceiling** 3
The student will analyze point of view in a text. The student will recognize when point of view is directly stated in a text. The student will recognize when point of view is implied in a text.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries Teaching point of view (first/second/third person) is a way to get to the discussion of perspective. Knowing the point of view allows students to understand perspective, which leads to analysis.	**Sample Stems** What does the author's use of first-person point of view reveal about the character/setting/plot? What might be lost/gained if the text were told from a different point of view? How is the point of view reflected in the character/setting/plot of _____?

	How do we know how [CHARACTER] feels about _____? How do you know the point of view changes from [FIRST PERSON] to [THIRD PERSON]?

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Reading Literary Text	11-12.RL.2.C
2 **C** **MLS**	**Analyze Craft and Structure (Approaching Texts as a Writer)** **Craft and Meaning** Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.

Expectation Unwrapped	**DOK Ceiling** 3
The student will evaluate how the author's word choices contribute to a text's overall meaning. The student will evaluate how the author's word choices contribute to a text's tone. The student will evaluate how the author's word choices contribute to a text's aesthetic impact. The student will evaluate how the author's use of syntax contributes to a text's overall meaning.	**Item Format** Selected Response Constructed Response Technology Enhanced
The student will evaluate how the author's use of syntax contributes to a text's tone. The student will evaluate how the author's use of syntax contributes to a text's aesthetic impact.	**Text Types** Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems** How does the word *XX* contribute to the text's aesthetic impact? In "XX," how does the use of [SPECIFIC WORD CHOICE OR SYNTAX FROM THE TEXT] impact the overall meaning and tone?

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	The author uses parallel structure to
	   a. indicate . . .
	   b. illustrate . . .
	   c. emphasize . . .
	   d. convey . . .
	
	How does the author's word choice in paragraph 6 contribute to the tone?
	
	The tone is best revealed through _____.

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Reading Literary Text	11-12.RL.2.D

2 D MLS	**Analyze Craft and Structure (Approaching Texts as a Writer)** **Interaction and Meaning** Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

Expectation Unwrapped	**DOK Ceiling** 3
The student will evaluate the development of the plot of a text. The student will evaluate the development of the characters of a text. The student will evaluate the development of the setting of a text. The student will evaluate the development of the theme(s) of a text. The student will evaluate how the development of the plot, characters, setting, and theme of a text are related.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems** How does the setting in "The Fall of the House of Usher" contribute to Usher's downfall? Which theme is developed when the character _____?
Students must be able to evaluate each of these elements independently in order to show how they relate to one another.	

Grades 11–12 English Language Arts

Reading Literary Text	11-12.RL.3.A
3 A MLS	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Text in Forms** Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.

Expectation Unwrapped	
The student will analyze the representation of a subject in two different artistic mediums to synthesize ideas from multiple texts. The student will analyze what is emphasized in each medium's treatment to synthesize ideas from multiple texts. The student will analyze what is absent in each medium's treatment to synthesize ideas from multiple texts.	**DOK Ceiling** 3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novel, film/video, music, visual art Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems** What is emphasized in the painting of _____ that is absent in the book? How does this affect the reader's understanding of the subject? How do the different performances of XX impact the reader's understanding of _____?

	How does the director's interpretation of [SCENE] change the reader's perception of _____? How does the director's decision to include/remove a scene impact the reader's understanding of _____?

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Reading Literary Text	11-12.RL.3.B
3 **B** **MLS**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Relationships in Texts** Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.

Expectation Unwrapped	DOK Ceiling
The student will synthesize ideas from two or more texts about similar themes or topics. The student will articulate the complexity of the theme(s) to synthesize ideas from multiple texts.	3

Item Format

Constructed Response
Performance Event

Text Types

Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novel, film/video, music, visual art

Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries

There must be at least two texts for assessment purposes.
Because of the complexity of synthesis, we may not be able to get to the "depth and breadth" of the standard in a large-scale assessment.

Sample Stems

In [WORK OF LITERATURE], the author alludes to _____.
What does this allusion reveal about the character's situation?

The author alludes to [ALLUSION] to illustrate/reveal/suggest _____.

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Reading Literary Text	11-12.RL.3.C
3 C MLS	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Historical Context** Evaluate how an author's work reflects his or her historical and/or cultural perspective.

Expectation Unwrapped	DOK Ceiling
The student will evaluate how an author's work reflects his or her historical perspective to synthesize ideas from multiple texts. The student will evaluate how an author's work reflects his or her cultural perspective to synthesize ideas from multiple texts.	**DOK Ceiling** 3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
The historical and/or cultural perspective may need to be provided in footnotes or the question stem or may require student inference.	How do these two poems reflect the same time period? How does the author's treatment of [CULTURE/TIME PERIOD] reflect his/her perspective? Evaluate how [AUTHOR'S] life experience is reflected in [WORK OF LITERATURE WRITTEN BY AUTHOR] to show his/her [HISTORICAL PERSPECTIVE].

	What do the two texts reveal about [HISTORICAL TIME PERIOD]?
	a. Both A and B reveal _____
	b. Both A and B reveal _____
	c. Test A reveals this; Text B reveals this
	d. Test A reveals this; Text B reveals this
	Which statement best reflects the relationship between the author's life and work?

Grades 11–12 English Language Arts

Reading Literary Text	11-12.RL.3.D

3 D MLS	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Comprehension** Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Expectation Unwrapped	**DOK Ceiling** 2
The student will independently read and comprehend literature (stories, dramas, poems) to synthesize ideas from multiple texts. The student will proficiently read and comprehend literature (stories, dramas, poems) to synthesize ideas from multiple texts.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries This standard is the foundation for analysis, evaluation, and synthesis of texts.	**Sample Stems**

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Reading Informational Text	11-12.RI.1.A

1 A MLS	**Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Evidence/Inference** Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

Expectation Unwrapped	**DOK Ceiling** 3
The student will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly. The student will make inferences based on an analysis of what the text says explicitly. The student will cite relevant and thorough textual evidence to support inferences drawn from the text. The student will make inferences based on analysis of where the text leaves matters uncertain.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries 333 An inference is based on information in text(s) and is not dependent on prior knowledge.	**Sample Stems** It can be inferred from the phrase "[QUOTE]" that _____. At the end of the text, the future of the character is uncertain. Given the text provided, what logical conclusion can be made? (EBSR) Which piece of text evidence best supports the inference that _____?

Grades 11–12 English Language Arts

Reading Informational Text	11-12.RI.1.B

1 B MLS	**Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Word Meanings** Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Expectation Unwrapped	DOK Ceiling
The student will determine the meaning of words, including denotative, connotative, figurative, and content-specific meanings, as they are used in a text. The student will determine the meaning of phrases, including denotative, connotative, figurative, and content-specific meanings, as they are used in a text. The student will use context clues to determine the meaning of words and phrases as they are used in a text. The student will use affixes to determine the meaning of words and phrases as they are used in a text. The student will use reference materials to determine the meaning of words and phrases as they are used in a text.	2
	Item Format Selected Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
	What is the intended meaning of the phrase "[QUOTE THAT INCLUDES FIGURATIVE LANGUAGE]"? What is the meaning of the author's use of the word *XX* as used in lines X–XX? The prefix *a-* means "not." As it is used in the passage, the word *atypical* means _____ (answer choices).

	Which of the following best expresses the meaning of the word *XX* as it is used in the sentence?

	Which definition best conveys the meaning of the word *XX* as it is used in the text?
	    a. [DICTIONARY DEFINITION OF A WORD]
	    b. [DICTIONARY DEFINITION OF A WORD]

Grades 11–12 English Language Arts

Reading Informational Text	11-12.RI.1.C

1 C MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader)
	Text Features
	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

Expectation Unwrapped	DOK Ceiling
The student will interpret visual elements of a text, including those from different media.	3
	Item Format
The student will draw conclusions from visual elements of a text, including those from different media.	Selected Response Constructed Response Technology Enhanced
	Text Types
	Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics
	Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
Note: Visual elements present information that may not be found elsewhere in the text and must be carefully analyzed in order to gain full understanding of the text as a whole.	How does the [INSERT VISUAL ELEMENT] develop the central idea?
	Based on the [INSERT VISUAL ELEMENT], what conclusions can the reader draw about _____?
Note: Visual elements often enhance the text but should not be used solely to categorize/identify text type in an assessment setting.	According to the chart, [EXAMPLE: HOW MANY HOURS OF SLEEP] is necessary for _____?
	Which information in the chart best supports the author's statement that "[QUOTE]"?

Grades 11–12 English Language Arts

Reading Informational Text	11-12.RI.1.D

1 D MLS	**Comprehend and Interpret Texts (Approaching Texts as a Reader)** **Summarize/Claim** Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

Expectation Unwrapped	DOK Ceiling
The student will explain two or more central/main ideas in a text. The student will analyze the development of the central/main ideas throughout a text. The student will relate the central ideas to human nature and the world in a text. The student will provide an objective and concise summary of a text.	**3**
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
When a text does not support multiple central/main ideas, students may determine and analyze one central/main idea. This would be a partial alignment.	Which line from the text best develops or supports the central/main idea of _____? Which statement describes a central/main idea in _____? Create a summary of this passage by selecting the most important paraphrased ideas from the list and placing them in sequential order in the boxes provided.

	Read a summary of "XX." Which detail from the text is important to add to this summary?
	Read the following summaries of "XX." Which summary is the most objective and concise?

Grades 11–12 English Language Arts

Reading Informational Text	11-12.RI.2.A

2 A MLS	**Analyze Craft and Structure (Approaching Texts as a Writer)** **Structure** Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.

Expectation Unwrapped	DOK Ceiling
The student will evaluate how the author's structure of specific parts of a text contributes to the overall meaning. The student will evaluate how the author's structure of specific parts of a text contributes to the aesthetic impact.	**DOK Ceiling** 3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
	Sample Stems Evaluate how the structure of line XX contributes to the text's overall meaning. How does the use of [THIS TYPE OF STRUCTURE] impact the reader? How does the speaker's extended description of XX at this point in the text contribute to the overall meaning? The author includes the description of XX to _____.

Grades 11–12 English Language Arts

Reading Informational Text	11-12.RI.2.B
2 **B** **MLS**	**Analyze Craft and Structure (Approaching Texts as a Writer)** **Point of View** Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.

Expectation Unwrapped	DOK Ceiling
The student will analyze a text in which the author's point of view is not obvious. The student will recognize when the author's point of view is directly stated in a text. The student will recognize when the author's point of view is implied in a text.	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries Informational text items will most likely focus on perspective or stance.	**Sample Stems** Which statement best supports the author's perspective on _____? Which piece of evidence best reveals the author's stance? Which detail, if added to the passage, would provide additional support for the author's perspective?

Grades 11–12 English Language Arts

Reading Informational Text	11-12.RI.2.C

2 C MLS	**Analyze Craft and Structure (Approaching Texts as a Writer)** **Craft and Meaning** Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.

Expectation Unwrapped	**DOK Ceiling** 3
The student will evaluate how the author's word choices contribute to a text's overall meaning. The student will evaluate how the author's use of syntax contributes to a text's overall meaning. The student will evaluate how the author's word choices contribute to a text's tone. The student will evaluate how the author's use of syntax contributes to a text's tone.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both quantitatively and qualitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems** What is the impact of the speaker's use of parallel structure in this speech? How does the word *XX* contribute to the text's tone? The author is considering changing the word *XX*. Which revision would best maintain the tone?

Grades 11–12 English Language Arts

Reading Informational Text	11-12.RI.2.D

2 D MLS	**Analyze Craft and Structure (Approaching Texts as a Writer)** **Argument/Evidence** Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

Expectation Unwrapped	**DOK Ceiling** 3
The student will evaluate an author's argument and reasoning for effectiveness in a text. The student will evaluate an author's argument and reasoning for validity in a text. The student will evaluate an author's argument and reasoning for logic in a text. The student will evaluate an author's argument and reasoning for credibility in a text. The student will evaluate an author's argument and reasoning for relevance of the evidence in a text.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems**

Students must be able to evaluate each of these elements independently in order to show how they relate to one another.	Which statement, if added to the text, would most effectively support the author's argument?
	
	 Which piece of evidence, if added, would provide the most relevant support for the author's argument?
	
	 Is the author's argument that _____ logical?
	     a. yes, because . . .
	     b. yes, because . . .
	     c. no, because . . .
	     d. no, because . . .

Grades 11–12 English Language Arts

Reading Informational Text	11-12.RI.3.A
3 **A** **MLS**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Texts/Forms** Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.

Expectation Unwrapped	DOK Ceiling
The student will analyze the representation of a subject in two different artistic mediums to synthesize ideas from multiple texts. The student will analyze what is emphasized in each medium's treatment to synthesize ideas from multiple texts. The student will analyze what is absent in each medium's treatment to synthesize ideas from multiple texts.	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
	What is emphasized in the political cartoon that is absent in the text? How does the emphasis on XX in both texts influence the reader's understanding of the subject? How does each artistic medium represent the subject? [Medium 1] . . . while [Medium 2] . . .

Grades 11–12 English Language Arts

Reading Informational Text	11-12.RI.3.B
3 **B** **MLS**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Relationships/Texts** Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

Expectation Unwrapped	DOK Ceiling
The student will synthesize information from two or more texts about similar ideas/topics. The student will articulate the complexity of the issue to synthesize ideas from multiple texts.	3
	Item Format Constructed Response Performance Event
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries	**Sample Stems** Which idea is supported in both texts? Based on information from the texts, which synthesis is reasonable? (EBSR) Given your answer to the previous question, which pieces of evidence from the texts would support this answer?

Grades 11–12 English Language Arts

Reading Informational Text	11-12.RI.3.C
3 C MLS **Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Historical Context** Evaluate how an author's work reflects his or her historical and/or cultural perspective.	

Expectation Unwrapped	DOK Ceiling
The student will evaluate how an author's work reflects his or her historical perspective to synthesize ideas from multiple texts. The student will evaluate how an author's work reflects his or her cultural perspective to synthesize ideas from multiple texts.	**DOK Ceiling** 3 **Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries The historical and/or cultural perspective may need to be provided in footnotes or the question stem or may require student inference.	**Sample Stems** How do these two pieces of text reflect the same time period? How does the author's treatment of [CULTURE/TIME PERIOD] reflect his/her perspective? Evaluate how [AUTHOR'S] life experience is reflected in [WORK OF LITERATURE WRITTEN

	BY AUTHOR] to show his/her [HISTORICAL PERSPECTIVE].
	
	What do the two texts reveal about [HISTORICAL TIME PERIOD]?
	   a. Both A and B reveal _____
	   b. Both A and B reveal _____
	   c. Text A reveals this; Text B reveals this
	   d. Text A reveals this; Text B reveals this
	
	Which statement best reflects the relationship between the author's life and work?

Grades 11–12 English Language Arts

Reading Informational Text	11-12.RI.3.D

3 **D** **MLS**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)** **Comprehension** Read and comprehend informational text independently and proficiently.

Expectation Unwrapped	DOK Ceiling
The student will independently read and comprehend informational text to synthesize ideas from multiple texts. The student will proficiently read and comprehend informational text to synthesize ideas from multiple texts.	2

	Item Format Selected Response Constructed Response Technology Enhanced

	Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.

Content Limits/Assessment Boundaries	Sample Stems
This standard is the foundation for analysis, evaluation, and synthesis of texts.	

Grades 11–12 English Language Arts

Writing	11-12.W.1.A
1 **A** **MLS** **a**	**Approaching the Task as a Researcher** **Research** Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

Expectation Unwrapped	DOK Ceiling
The student will conduct research to answer a question (including a self-generated question) or solve a problem. The student will narrow or broaden research inquiry when appropriate. The student will gather multiple relevant, credible print and digital sources. The student will integrate information using a standard citation system.	3
	Item Format Selected Response Constructed Response Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Items should not assess a specific standard citation system.	A student is writing an argumentative report about [TOPIC]. He/She found sources for the report. Read the sources and answer the questions that follow. Which source would provide the most relevant/credible information? A student is writing a report about [TOPIC]. He/She found sources for the report. Read the sources below and the directions that follow. The student wrote down some claims to use in the report. Look at the claims in the table. Determine whether the information in the sources supports each claim. Click on the boxes to show the claims that each source supports. A source may have more than one box selected.

	A student has written the following overly broad paragraph: [OVERLY BROAD IN FOCUS PARAGRAPH]. Which research question would help to narrow the topic appropriately?
	A student is trying to prove the claim that [FOUR-DAY SCHOOL WEEKS BENEFIT STUDENT ACHIEVEMENT]. Which research question would help the student achieve that purpose?
	A student is conducting research on [THE BENEFITS OF TWO NUTRITIONAL PLANS]. Which research question would best guide the student's research?

Grades 11–12 English Language Arts

Writing	11-12.W.1.A

1 A MLS b	Approaching the Task as a Researcher **Research** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Expectation Unwrapped	DOK Ceiling
The student will gather relevant information from multiple authoritative print and digital sources. The student will use advanced searches effectively. The students will assess the strengths and limitations of each source in terms of the task, purpose, and audience. The student will integrate information into the text selectively to maintain the flow of ideas. The student will avoid plagiarism and overreliance on any one source. The student will follow a standard format for citation.	3
	Item Format Selected Response Constructed Response Technology Enhanced Performance Event
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Items should not assess a specific standard citation system.	A student is writing a persuasive speech for his/her speech class about [TOPIC]. Read the paragraphs from the student's draft and complete the task that follows [DRAFT]. Select two credible sources that would most likely give the student more information for the speech. [IN A PERFORMANCE EVENT, STUDENTS ARE ASKED TO DO RESEARCH WRITING BASED ON MULTIPLE SOURCES. THROUGH THIS PERFORMANCE EVENT, WE WILL MEASURE A

	STUDENT'S ABILITY TO INTEGRATE INFORMATION FROM SOURCES AND AVOID PLAGIARISM BY DEVELOPING AND FOLLOWING A CONSISTENT FORMAT FOR CITATIONS.]
	A student is writing an informative essay about [TOPIC]. Read the excerpt below and then answer the question that follows. [EXCERPT] After which sentence would the quotation from Source A best be added to support the student's point?
	A student is writing an essay to convince teenagers in the community to do [ACTION]. Which source might best convince them to take this action?
	A student is writing a research-based report for the city council members to convince them to expand bike pathways. Which source will the intended audience find the most credible?

Grades 11–12 English Language Arts

Writing	11-12.W.2.A
2 **A** **MLS**	**Approaching the Task as a Writer** **Development** Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Expectation Unwrapped	DOK Ceiling
The student will follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing. The student will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing. The student will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	4
	Item Format Performance Event
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
The most appropriate way to assess this standard is through a performance event because the standard requires the student to produce a whole text by following a writing process.	The student follows a writing process to compose a text. Context: Assume that you are a Missouri high school student who has a minimum-wage job and who is saving money. Task: Read the two articles below that address the minimum wage issue. Then write a letter to your state legislator encouraging him/her to vote for or against a proposed bill to raise Missouri's minimum wage from $7.65 per hour to $9.00 per hour.

	Use both your own experience and information from the two articles to support your argument that your legislator should vote against or for the bill to raise the minimum wage.

Grades 11–12 English Language Arts

Writing	11-12.W.3.A.a

3 A MLS a	**Approaching the Task as a Reader**
	Revise and Edit
	Review, revise, and edit writing with consideration for the task, purpose, and audience.
	Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

Expectation Unwrapped	**DOK Ceiling**
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	3
	Item Format
The student will organize the content of writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follow from a text.	Selected Response Constructed Response Technology Enhanced Performance Event
The student will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding organization.	
	Text Types
The student will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding content.	

Content Limits/Assessment Boundaries	**Sample Stems**
Aspects of this expectation are more appropriately assessed using certain item formats (e.g., organization, introduction, and conclusion can be assessed by selected response, but "maintaining clear focus throughout the text" should be assessed by constructed response/performance event).	A student is writing a report for [TOPIC]. Read the draft of the report and complete the task that follows. Write a conclusion that follows logically from the information in the essay. The student has written a draft about [TOPIC]. Read the draft. Which option below would be the best introductory sentence? [THREE-TO FIVE-PARAGRAPH STIMULUS WITH THE PARAGRAPHS NUMBERED] Which arrangement best supports the most logical order?

Grades 11–12 English Language Arts

Writing	11-12.W.3.A.b
3 **A** **MLS** **b**	**Approaching the Task as a Reader** **Revise and Edit** Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhances the reader's understanding of the text.	

Expectation Unwrapped	DOK Ceiling
The student will review, revise, and edit writing with consideration for the task, purpose, and audience. The student will choose precise language to reflect an understanding of how language functions in different contexts and enhances the reader's understanding of the text. The student will make syntactical choices to reflect an understanding of how language functions in different contexts and enhances the reader's understanding of the text.	3
	Item Format Selected Response Contructed Response Technology Enhanced Performance Event
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
	A student is writing a narrative for a creative writing class assignment. Read an excerpt from the draft and answer the question that follows. [STUDENT TEXT] Which revision to the underlined sentence uses the most precise language? A student is writing a narrative about [TOPIC]. He/She has given the first paragraph to the teacher, who suggested the student continue writing, including details in the narrative. Read the draft and directions that follow. [STUDENT TEXT] Rewrite the paragraph using appropriate narrative strategies such as the inclusion of dialogue and vivid descriptions.

	A student is writing an explanatory essay about [TOPIC]. Read the first draft and the directions that follow. [STUDENT TEXT] The student wants to revise the underlined sentences to elaborate on the problem in a way that is consistent with the overall tone and style. **Part A**: Which is the best revision for the first underlined sentence? **Part B**: Which is the best revision for the second underlined sentence? Read the paragraphs from a student's draft. [STUDENT DRAFT] What are more concrete or specific words to replace the two underlined words? Which revision of the sentence is written most appropriately and effectively?

Grades 11–12 English Language Arts

Writing	11-12.W.3.A.c

3 A MLS c	**Approaching the Task as a Reader**
	Revise and Edit
	Review, revise, and edit writing with consideration for the task, purpose, and audience.
	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Expectation Unwrapped	**DOK Ceiling**
	1
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	**Item Format**
	Performance Event
The student will demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing.	
	Text Types
Content Limits/Assessment Boundaries	**Sample Stems**
On a large-scale assessment, this expectation can only be assessed through a writing prompt.	

Grades 11–12 English Language Arts

Writing	11-12.W.3.A.d
3 A MLS d	**Approaching the Task as a Reader** **Revise and Edit** Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Expectation Unwrapped	**DOK Ceiling** 2
The student will review, revise, and edit writing with consideration for the task, purpose, and audience. The student will use a variety of appropriate transitions to clarify relationships within a piece of writing. The student will use a variety of appropriate transitions to connect ideas and claims within a piece of writing. The student will use a variety of appropriate transitions to signal time shifts within a piece of writing.	**Item Format** Selected Response Constructed Response Technology Enhanced Performance Event
	Text Types
Content Limits/Assessment Boundaries	**Sample Stems** A student is writing an essay. Read the excerpt from the draft and complete the task that follows. Choose the transition sentence that would best improve the transition between the first and second paragraphs. Read these sentences from the essay. [SENTENCES] Which transitional word or phrase replaces the underlined word without changing the meaning of the sentence?

Grades 11–12 English Language Arts

Writing	11-12.W.3.A.e

3 A MLS e	**Approaching the Task as a Reader** **Revise and Edit** Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Expectation Unwrapped	**DOK Ceiling** 2
The student will review, revise, and edit writing with consideration for the task, purpose, and audience. The student will use technology, including the Internet, to produce, publish, and update individual or shared writing products. The student will respond to ongoing feedback to a piece of writing, including new arguments or information.	**Item Format** Constructed Response Performance Event
	Text Types
Content Limits/Assessment Boundaries Although this falls out of the parameters of a large-scale assessment, a student digital writing portfolio could assess this expectation. Emphasis should be placed on the student's process though collection, selection, and reflection over time.	**Sample Stems**

Grades 11–12 English Language Arts

Speaking and Listening	11-12.SL.1.A

1 A MLS	**Collaborating** **Conversations** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Expectation Unwrapped	DOK Ceiling 3
The student will work with peers to promote civil, democratic discussions and decision making. The student will work with peers to set clear goals and deadlines. The student will work with peers to establish individual roles as needed.	**Item Format** Performance Event
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Locally assessed	

Grades 11–12 English Language Arts

Speaking and Listening	11-12.SL.1.B

1 B MLS	**Collaborating** **Questioning** Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Expectation Unwrapped	**DOK Ceiling** 3
The student will delineate a speaker's argument and claims. The student will evaluate the speaker's point of view, reasoning, stance, and evidence in order to propel conversations. The student will pose and respond to questions that probe reasoning and evidence. The student will ensure a hearing for a full range of positions on a topic or issue. The student will clarify, verify, or challenge ideas and conclusions. The student will promote divergent and creative perspectives.	**Item Format** Selected Response Constructed Response Technology Enhanced Performance Event
	Text Types

Content Limits/Assessment Boundaries	**Sample Stems**
Locally assessed	What is one claim the speaker makes in his/her listening passage/presentation? The first claim the speaker delineates is _____. Which ideas are supported in the passage? (can be technology enhanced)

	Which main idea is best supported by the passage?
	Which statement from the listening passage/presentation describes _____?
	Which statement best describes the purpose of the listening presentation?
	Which statement best describes the purpose of the presentation?
	Which piece of evidence from the listening passage/presentation best supports the speaker's claim? (EBSR)
	After listening to a passage/presentation, which questions could you ask to challenge/extend the speaker's conclusion?
	• Why does the speaker most likely change his/her (volume/voice) when _____? • The speaker changes his/her (tone/volume/pace/etc.) when _____. Which of the following best explains his/her reasoning for this? • Which of the following is most likely why the presentation includes (sound effect) when the speaker (introduces/discusses/claims/etc.)? • Listener is considering _____. What information from the presentation would help _____? • Why does the speaker most likely use the word _____ in the presentation?

Grades 11–12 English Language Arts

Speaking and Listening	11-12.SL.1.C
1 **C** **MLS**	**Collaborating** **Viewpoints of others** Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Expectation Unwrapped	DOK Ceiling 3
The student will respond thoughtfully to diverse perspectives during collaboration, including those presented in diverse media. The student will synthesize claims made on all sides of an issue and, when warranted, qualify or justify his/her own views and understanding during collaboration. The student will make new connections in light of the evidence and reasoning presented during collaboration.	**Item Format** Selected Response Constructed Response Technology Enhanced
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
This expectation can be only partially assessed on a large-scale assessment.	Which statement would each speaker agree with? (TWO COLUMNS: AGREE; DISAGREE] What additional information or research is needed to further strengthen the author's claim? Which ideas are supported in the passage? (can be technology enhanced) What evidence might an opponent provide to challenge/extend the speaker's conclusion? • With which of the following would the speaker agree/disagree? (possible multi-

| | select or tech enhanced with a chart to check "agree" or "disagree"; match table)
- During a class discussion, a classmate states _____. Which of the following statements from the passage would best agree/disagree with the classmate?
- If you were writing a paper with the claim _____, which piece of evidence from the presentation would best support the claim?
- What would be an appropriate way to explain why the speaker (paused/repeated words/changed pace/changed volume/etc.)?
- Which of the following resources would benefit a student conducting additional research about (topic of presentation)?
- Which of the following statements contradicts _____?
- Which of the following statements could be added to the beginning of the passage to clarify the purpose?
- Which of the following resources would best enhance the speaker's presentation? (photo, chart, video, timeline, etc.)
- What additional evidence is needed to further strengthen the speaker's claim? (choices might include the following: data that reveals _____, an interview with _____, examples that _____, observations on _____, anything that would be considered evidence)
- Which of the following statements best summarizes the presentation? |
|---|---|

Grades 11–12 English Language Arts

Speaking and Listening		11-12.SL.2.A
2 **A** **MLS**	**Presenting** **Verbal Delivery** Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.	

Expectation Unwrapped	DOK Ceiling
The student will speak audibly and to the point. The student will use conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation. The student will strategically vary volume, pitch, and pace to consistently engage listeners.	2
	Item Format Performance Event
	Text Types

Content Limits/Assessment Boundaries	Sample Stems
Locally assessed	

Grades 11–12 English Language Arts

Speaking and Listening	11-12.SL.2.B

2 B MLS	**Presenting** **Nonverbal** Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.

Expectation Unwrapped	**DOK Ceiling** 2
The student will make consistent eye contact with a range of listeners when speaking. The student will use a range of gestures or movement to emphasize aspects of speech. The student will avoid body language or mannerisms that might be distracting to the audience.	**Item Format** Performance Event
	Text Types
Content Limits/Assessment Boundaries Locally assessed	**Sample Stems**

Grades 11–12 English Language Arts

Speaking and Listening	11-12.SL.2.C

2 **C** **MLS**	**Presenting** **Multimedia** Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.

Expectation Unwrapped	**DOK Ceiling** 4
The student will plan and deliver appropriate presentations based on the task, audience, and purpose. The student will make strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.	**Item Format** Performance Event
	Text Types
Content Limits/Assessment Boundaries Locally assessed	**Sample Stems**